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Accrediting Engineering Schools

Last June the Engineers' Council for Professional Development announced a plan, similar to that followed by the medical and legal professions, for accrediting the engineering curricula of the various colleges in the United States. The plan has been put into effect, this autumn, in the New England and Middle Atlantic States, and is to be extended, later, into the other sections of this country. Eighteen of the large and important schools of the New England and Middle Atlantic districts offering courses leading to an engineering degree have requested the E.C.P.D. to consider their engineering curricula for accrediting.

The E.C.P.D. is a group of engineering bodies representing the technical, educational and legislative interests of engineers. Part of the plan of the E.C.P.D. is to promote higher standards in engineering curricula. A list of those schools approved will be published. The plan announced will consider both qualitative and quantitative criteria for accrediting. For the former, regional committees consisting of qualified individuals will inspect and evaluate the courses offered in the colleges. For the latter, data obtained from catalogs and questionnaires will be used.

A year has been spent developing these questionnaires and now they are being sent out as a trial. Upon request these questionnaires will be sent to institutions and the material gained will be given to the regional committees for consideration before visiting the institution.

The large number of institutions accepting this plan show the interest that has been created by the E.C.P.D. Many additional institutions have expressed interest in the plan, but have delayed active participation until their officers approve.

The painter called it "Portrait of a Lady." And the critics said it was no potrait and the women said it was no lady.—*Log.*

Quadrangle Jesters

The Quadrangle Jesters has been the engineering dramatic society on this campus for several years. It is a splendid organization and it turns out some fine work. There is no one who has been in the college very long who does not remember "The Belle of New York" or "She Done Him Wrong."

We have seen fair chorus girls in the shape of burly engineers, not to mention "Little Eva" portrayed by one of our "two hundred pounders."

The society has again started organization and it promises to be of the same high caliber as in other years. All the available talent will be welcomed and appreciated.

Fellows, here is a good chance to get into something that is a lot of fun and does not require a great deal of time. Notices of the next meeting will be posted in the various Engineering buildings and it is hoped a lot of new faces will be seen.

Visualization

The power of visualization as a natural asset to the engineer cannot be over emphasized. The ability to visualize is very useful and valuable to any engineer.

Most of the engineering subjects such as physics, graphic statics and kinematics offer very little training in visualization. Descriptive geometry, mechanical drawing and most design courses on the other hand do develop to some extent the power to clearly see with what we are working. Too much of the students work in engineering is calculation, deriving formulas, and substitution. Some special course should be offered in all engineering curriculum which would stress and help to develop this important asset.

Visualization is important to an engineer from the standpoint of design, reading technical literature and interpreting plans and maps. A perfect visualization of a subject is the identical of unveiling a statue. It is casting off that black curtain from the subject and revealing to us that which should be known if we are to succeed with our work in engineering.